New Technologies in Language Studies. A Case Study in the French Division at the University of Northumbria (UK)

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Abstract: The study reported in this paper assesses a web-based course specifically designed to enhance the learning and consolidation of French grammar among students of Modern Languages at the University of Northumbria. It will first describe the pedagogical issues raised by the use of ICTs in the teaching of Modern Languages, contrasting ICTs as mere tools and ICTs as a new pedagogical method leading to a new approach to learning and teaching. It will then analyse the assumptions at the core of both the content and the design of the website and relate them to learning theories in particular the constructivist paradigm. Finally it will present and assess various questionnaires that highlighted the pattern of use of the website, the learning strategies adopted by students, the impact of such a web-based course both on students’ approach to grammar and their motivation level and raised questions about deep versus surface learning in ICTs as well as whether transferability of knowledge is possible.